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ABSTRACT

This report examines and critiques specific aspects of instruction of two modules of an undergraduate program in Teaching English as a Second Language (BATESL) and describes attempts to transform the curriculum to more effectively foster and reflect applications of theory to the realities of the Hong Kong English as a Foreign Language (EFL) classroom. Students in the study were in their second term of first year BATESL courses; most had just graduated secondary school and had no experience in teaching. Feedback from 38 second-year students on their first-year program was also included in the research. Preliminary results are supported by data obtained from students' interviews and feedback on the modules' adequacy in preparing preservice students for the realities of the classroom. Of the 35 first-year students, 60 percent believed that visit to a school had the most impact on their feelings of being a real teacher; 45 percent believed that watching videos of teachers working in the classroom had an impact on their feelings. Second-year student responses varied from good to too much theory; most wanted more practical experience and relevance to the Hong Kong environment. Conclusions and recommendations are made for improving the structure, content, and delivery of courses in the preparation of these EFL teachers. (Contains 16 references.) (Author/NAV)

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Thinking and Talking like Real Teachers: Bridging the Gap

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Abstract

One criticism that is consistently directed at preservice teacher education programmes is the lack of carry-over of what is taught in the institution of study to what is done in the classroom. The dilemma that continues to haunt teacher educators in general is how to bridge this gap by making what is taught and experienced in the teacher preparation programmes more beneficial and relevant to the practising teacher. This paper will examine and critique specific aspects of instruction of two modules on an undergraduate programme in Teaching English as a Second Language (BATESL). It will describe the attempts to transform the curriculum to more effectively foster and reflect applications of theory to the realities of the Hong Kong secondary EFL classroom. This preliminary work on transforming and restructuring the modules' content and activities will be supported by data from students' interviews, and feedback on the modules' adequacy in preparing preservice students for the realities of the classroom. Conclusions will be drawn and recommendations made for improving the structure, content and delivery of courses in the preparation of EFL teachers.

Introduction

My current work with preservice English as a foreign language (EFL) student teachers was preceded by work with EFL inservice teachers. Inservice work with practising teachers easily utilised teachers' rich experiential knowledge of school life, classrooms and classroom discourse as practising teachers have a wealth of teaching experience and knowledge that they can readily draw upon to aid them in their professional development courses. By stark contrast my work with preservice teachers yielded an "emptiness" as student teachers have only their insights gained as students to apply to teaching and learning contexts. These insights gained as students are starting points for reflection on teaching and learning but are limited in their application because intimate knowledge of the dynamic interactions and the decision making processes of teaching is absent. While experts and novices differ on a number of dimensions, Sternberg and Horvath (1995) note that one fundamental difference between them is that experts bring more knowledge to bear on solving problems. They note that in teaching, experts possess knowledge that is more thoroughly integrated as evidenced for example, in their lesson planning while novices are found to have less complex, less connected planning structures.

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This gap in preservice students' knowledge particularly practical knowledge often remains a void in teacher preparation courses until the practice teaching phase which is often of a brief duration. Limited practical experience is often cited by preservice students as a major inadequacy and source of dissatisfaction with teacher education programmes. It is also quite common to hear that once student teachers become teachers, they generally find the experiences of the education programme to have limited applications to the real world of the classrooms.

This limited practical experience of preservice students is compounded by embryonic foundations in both the professional and pedagogical content knowledge of teaching. Additionally, student teachers' attitudes and beliefs about teaching English will be influenced by their experiences as students which could be limiting or liberating (Calderhead & Robson, 1991; kagan, 1992; Pajares, 1992). Teacher education courses therefore have multiple roles to play in providing student teachers with the necessary skills, knowledge and attitudes that will equip them for the intricacies and challenges of the classroom. It is argued that teacher education programmes need to provide prospective teachers from the very outset with a curriculum that is designed to prepare them for the realities of the classroom by the design, presentation and enactment of the teaching and learning activities (Edmundson, 1990; Kagan, 1992).

Teacher education programmes need to consider alternative paradigms that would afford students maximum opportunities to engage in experiences that have direct application and implications for school learning contexts (Grossman, 1992; Johnson, 1995; Lange, 1990). These experiences would help to bridge the gap between the university class and the classroom of schools, help to fill the voids in students' limited teaching experiences and afford students maximum opportunities to transform the rich content knowledge or the subject matter expertise that they are acquiring into applicable classroom contexts. The present design and structure of many teacher education courses do not enable the transformation of knowledge into practical knowledge and as such do not facilitate the application to classroom contexts. Many of these courses by their design, use traditional transmissive, top-down teacher-centred modes to impart knowledge and as such limit students' exposure to multiple

modes of learning and teaching.

In this paper, I will explore the process of transforming two modules on an undergraduate programme in Teaching English as a Second Language (BATESL) in Hong Kong into modules that begin to facilitate the transformation of content into classroom contexts. I will present ways of operationalising the modules and enabling the transformation process. This will be supported by examples of current students' activities and evaluations of both current and former students. I will also report briefly the dilemmas and persisting tensions that I encounter in trying to transform the modules. In essence, I will discuss how we as teacher educators need to begin to help student teachers think and talk like real teachers before they get to the classroom thereby helping to bridge the gap that exits between the university class and the real classroom. Specific questions to be addressed are:

1. How can the transformation process of the modules be operationalised?

2. To what extent do the modules foster the development of student teachers' thinking and talking like real teachers?

3. To what extent do the modules encourage students to develop a sense of self as teacher?

4. What are the tensions that course developers face in trying to bring classroom applications and realities into university contexts?

Perspectives on Teacher Education

In discussing the goals and purposes of teacher education Zeichner (1983) summarises the behaviouristic, traditional craft, inquiry-oriented and personalistic paradigms that have dominated teacher education debates. The behaviouristic paradigm identifies the development of specific and observable skills of teaching and is closely related to the technical tradition of teacher education. The traditional craft approach views teaching as a process of apprenticeship. The inquiry-oriented model views the prospective teacher as active in the process of becoming a teacher while the personalistic paradigm adheres to a more developmental model of teacher education that is concerned with promoting the psychological maturity of prospective teachers and is seen more as a process of "becoming" a teacher;

Zeichner (1983) places the paradigms in terms of their orientations on continuums of received-reflexive and certain-problematic. Both the traditional-craft and behaviouristic approaches are placed at the received end of the continuum where prospective teachers are viewed as passive recipients of that which is to be imparted. Inquiry-oriented and personalistic paradigms on the other hand, are placed at the reflexive end of the continuum as they view prospective teachers as more active participants in the construction of curricular content. In the certain-problematic continuum, the behaviouristic, traditional-crafted and personalistic paradigms all accept as given the educational contexts within which teachers will work while the inquiry-oriented paradigm is the only one that is seen as fostering a problematic attitude toward present institutional contexts.

In the introduction to their book Understanding Teacher Development, Hargreaves and Fullan (1992) outline another perspective on describing teacher development. They look at teacher development as knowledge and self-development, teacher development as self-understanding and teacher development as ecological change. Knowledge and self-development are seen as popular because they are practical and focused but they tend to be top-down and inflexible as no value is placed on the teacher's practical knowledge. The self-understanding approach recognises the teacher's own personal development and where they are in their lives. But Hargreaves and Fullan (1992:12) caution that more humanistic approaches can disguise teacher development as "therapy." In teacher development as ecological change the researchers note that the process and success of teacher development cannot take place unless we understand and attend to the context of the teachers' working environment, and the context of teaching (Hargreaves and Fullan 1992:13).

In second language teacher education programmes, Richards (1989) offers another perspective as he notes the emergence of two approaches. These are the education as "training" model and education as "development" model. He contrasts these two models along the dimensions of approach, content, process, teacher roles and teacher-educator roles. These are summarised in Table 1.

Table 1

Construct	Teacher Education as Training Model	Teacher Education as a Development Model
Approach	Preservice or inservice students enter with deficiencies of knowledge, skills, or competencies Characteristic of effective teaching can be described in discrete terms, teaching is reduced to general rules prescriptive approach Teachers can and should be changed Teacher education programme is theory driven, top-down	Process of continual, intellectual, experiential and attitudinal growth, work with what teachers know and do, providing tools where they can explore their own beliefs, attitudes and practices. non-prescriptive approach, teaching is intuitive, individual, personal response to classroom situations discovery oriented, bottom-up, teacher input and external input
Content - the goal, topics and subject matter	Goals stated in performance terms, content identified in terms of skills and techniques which are per-determined by the teacher educator; programmes addresses observable, teachable and testable aspects of teaching which are measurable in pre/post terms	Teaching content includes conceptual, attitudinal and affective aspects of teaching, decision-making and planning, the culture of teaching, self-perceptions and self-inquiry, roles of teachers and learners, increases awareness of causes and consequences

Construct	Training	Development
Process - the means by which programme is imparted or carried out	Modelling techniques micro-teaching, observation, demonstration, simulation & role play	Values clarification - discussion groups, attitudes and beliefs systems, structured interviews [illegible]s as data for reflections and analyses Self-reflection - journal and diary accounts Self-reporting Project work Problem solving Action research
Role of the Teacher	Viewed as a technician- concerned with the accomplishment of ends by others, a passive apprentice	Works collaboratively with the teacher educator, assumes different roles
Role of the Teacher Educator	Expert, model teacher, source of ideas and information	Collaborator, consultant, facilitator, interactive relationship

Richards notes that the training model remains the dominant model in teacher education despite adhering to a limited view of teachers and teaching.

Developmental and inquiry-oriented models and perspectives on teacher education offer more dynamic, interactive problem-solving approaches for conceptualising teacher education. These views aim to empower the prospective teacher as s/he is an active participant in the learning/teaching process. However, while these conceptualizations are the aims of more progressive teacher education programmes, Johnson (1995) believes that our reconceptualizations of who teachers are and what teaching is has not changed the way that we educate second language teachers. She suspects that " the way we as teacher educators present knowledge about teaching remains vastly different from how teachers actually use that knowledge in the classroom." In other words what novice teachers learn in our teacher education programmes tends to be absent from and alien to the authentic activity of real

teaching." Lange (1990:253) presents one possible reason for this state. He contends that ESL teacher education programmes are "theoretically oriented toward linguistics and language acquisition with but a modicum of attention given to teaching and learning."

In teacher education programmes in general other weaknesses related to pupils' preparation have been found. Weaknesses in the student teachers' preparation were found in the area of procedural knowledge, knowledge about pupils and general unpreparedness for the realities of the classroom such as dealing with unmotivated pupils (Kagan, 1992). Grossman (1992) suggests that prospective teachers need to learn to struggle with issues of management, social roles, and classroom routines instruction and they also need to learn to cope with all these issues simultaneously. Edmundson (1990:721) in discussing the need to redesign the teacher education curriculum noted that student teachers were not coming to see teaching as "deliberate action" or were not developing the ability to use knowledge to inform their work. Earlier, Shulman (1986) identified the need for a more coherent theoretical framework when he distinguishes the kind of content knowledge with which novice teachers need to be familiar.

Thinking and Talking like Real Teachers

Progressive teacher education programmes can begin to realise their aims by the articulation of clearly stated goals which are created and shared by all members of the faculty. Thinking and talking like real teachers is a quest to make a less painful transfer from the university class to the classroom of teaching. It seeks to identify the activities that "real" classroom teachers do and through the teacher education programme of study empower and enable prospective teachers as far as possible to do likewise. It also seeks to capture some of the processes of teaching by the design of the activities. Through the enactment of the activities some of the complexities of teaching such as the multidimensionality, simultaneity, immediacy, unpredictability and publicness will be explored.

What is it that real teachers do? I have tried to come up with a list of activities and

mental processing that practising teachers experience during the course of their daily activities. Real teachers work within the parameters of the school and the classroom. They are for example, constantly engaged in the process of planning what is to be taught, how it is to be taught and involved in creating mental and written teaching plans. Teachers are constantly engaged in problem solving, reacting instantly, dealing with multiple events simultaneously, and always expecting the unexpected or the unpredictability of students' responses and actions. They are constantly coping with the vicissitudes of the classroom context such as the mixed ability grouping and its inherent problems for instruction, class size, classroom space, discipline, class management, time constraints, students' levels of proficiency, students' backgrounds, knowledge and skills, the problems of syllabus - one that is imposed or developed by the teacher and also constantly reflecting on their own teaching style, competence, proficiency, beliefs and confidence levels.

Practising teachers seem to travel around with a "kit" full of information and experiences which they can readily call upon and access in discussions. They appear to speak a common language and have a common bond of shared experiences even though they may come from different parts of the country. Can this common bond of experiences be made accessible for preservice teachers in ways that make it practicable for the preservice classroom setting? Table 2 tries to capture a strategy for enabling the thinking and talking like real teachers processes and activities.

Table 2

Enabling Thinking and Talking like Real Teachers:
An Operational Strategy

Conceptual Input	**For example** pedagogical and professional knowledge, theories, students' knowledge, experiences and theories
Transforming Input	
Enabling thinking and talking through multidimensional perspectives and synthesis of all components of teaching and learning teachers' strengths and limitations students' strengths, needs, interest, variability curriculum classroom contexts resources school cultures systems level perspectives language learning perspectives and dynamics self-reflection & assessment	
Situational References	case studies, classroom vignettes, video observation, lesson typescripts, portfolios, lesson plans, diaries, journals, readings, articles, news reports, projects, field experience guest speakers, student report etc.(see Ellis, 1990)
Applications of theory and practice	
problem identification	discussing and reporting observed patterns, designing/ creating, reacting, adapting, modifying, planning, teaching, making sense of, reflecting, integrating, giving feedback, collaborating, constructing, reasoning, rationalizing, constructively criticising, evaluating, researching
problem solution	implications for practice, solutions, recommendations, observations, techniques, strategies identification, teaching practice, rehearsal, other anticipated/predicted problems

Enabling thinking and talking like real teachers involves multiple forms of input from multiple perspectives that are theory driven and practice oriented and also situation specific and situation general. The multidimensional forms of input inform problem identification and problem solution. The entire process is more dynamic rather than static and more circular rather than linear. From this perspective, the prospective student teacher's role is seen as more dynamic, transactional and transformative. The teacher educator acts more as a facilitator of the process while the institutional setting is one that fosters teaching, talking, creating, exploring and collaborating amongst student teachers and student teachers and teacher educators.

Facilitating Thinking and talking like Real teachers: An Overview

The Context

The two modules discussed here are Approaches and Methods in Language Teaching and Classroom Observation. Approaches and Methods is the second module for students on the theories of language teaching and learning and will be followed by modules on the skill areas of language teaching in the second and third year. The Classroom Observation module is the first module on the practical strand of the course. It will be followed by a two week internship in the second year and a three week practice teaching in the final year. The students in these modules are in the second term of their first year on the BATESL course. The majority of students are fresh graduates from secondary schools and have had no experience in teaching.

Feedback from Previous Students

All thirty eight (38) of the present second year students voluntarily participated in small group consultations on the modules. Half hour interviews were conducted in pairs or threes with the occasional individual or quartet. Students were asked fifteen questions (15) which ranged from general concerns about teaching to specific feedback on the two modules. Students' response indicated that they were very pleased to be consulted about their views and their responses showed that had engaged in some reflection prior to the consultation as they were very constructive in their comments.

Students' views on "what is means to be a teacher" were generally very specific such as "correct mistakes" and "to impart knowledge". One student commented that "before I took this course I thought teaching was a very simple job but now after I know that it is a very tough job." In commenting on the challenges that prospective teachers of English need to be prepared for students indicated a wide range of responses. Popular responses related to students own language proficiency, class management and discipline, teaching methods techniques and strategies and uncertainty due to the pending political changes in Hong Kong. Responses on the BATESL course in general were mixed with some students feeling quite good about their programme while others generally felt a need for more practice as there was" too much theory."

On the module Approaches and Methods, students felt that it was too theoretical with limited applications and relevance to today's Hong Kong context. They wanted to have more chances for practice teaching or for developing direct applications. On the module Classroom Observations, students were generally much more positive but made recommendations for more localised Hong Kong videos and more indepth discussion on them. One respondent felt that the assignments should "set difficulties of teaching so that students could think and make decisions about them."

Revamping Course Outlines

Following the meetings with students in January of this year, I set out to revamp my course outline to more clearly articulate and demonstrate the quest to foster "thinking and talking like real teachers". Tables 3 and 4 show the course outlines for the two modules as they have been taught up to this present time.

Table 3

Approaches and Methods in Language Teaching

Week	Topic	Input	Activities	Products
1	An introduction to Methods and approaches	Course introduction Chapter 2 Richards and Rodgers Lecture, handout	Conducting as self Survey on language learning experiences Listening, note taking	Survey Notes
2	Early approaches GT & Direct Methods	Chapter 1 Lecture, handout Demonstration	Translating Listening, note taking Discussing language learning experiences Exchanging information	Translation exercise Notes Group report Information grid
3	Situational language Teaching The audiolingual method	Chapters 3 & 4 Lecture, handout Demonstrations	Listening, note taking Observing 2 video extracts Planning a demonstration of a method Reacting to two newspaper ads for classes in second language teaching	Notes Observation notes Role play Reaction paper
4	Language teaching approaches in Hong Kong classrooms	Panel Discussion 3 Hong Kong Teachers	Giving feedback and discussing the panel discussion Planning for school visit	Discussion Questionnaire for school visit
5	Communicative language teaching	Information gap activity on school visit Lecture, handout Chapter 5 Video on CLT	Reporting on School visits Listening &Reading, Note taking Observing Presenting	Information gap worksheets, Portfolio Notes Reaction paper Presentation

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6	Communicative language teaching in Hong Kong	Hong Kong syllabus Reviewing articles Video observation on Lesson planning Sample lesson plans One group presentation	Reading Observing Selecting and summarising information Presenting	 Group presentation
7	Planning for communicative language teaching	Lecture on lesson planning Video - The structure of a CLT lesson Feedback from the teacher Input on CLT in Hong Kong (3rd. year student project survey)	Listening and note taking Group planning what and how to teach Methods demonstration	Notes Discussing students' needs Selecting a topic/teaching point Designing lesson plans Presentations

Table 4

Classroom Observation

Week	Topic	Input	Activities	Products
1	Classroom contexts: The What, why and how of observation	Introduction to the module Lecture, handout	Responding to questionnaire about perceptions about teaching Listening, note taking	Questionnaire Notes
2	Basic observational techniques Basic instructional techniques	Video observation Lecture, handout	Observing and recording (Flanders) Exchanging and sharing observations Listening, note taking	Observation record Group Report Notes Portfolio
3	The structure of a language lesson Basic instructional techniques	Lecture, handout Video observation	Listening, note taking Planning role plays Observing and recording (global observation report)	Notes Role plays Observation record
4	The nature of classroom activities and tasks	Lecture, handout Video observation	Listening, responding Responding to survey on the characteristics of a good language learning activity Observing and recording	Notes Survey Observation record & report
5	Language Learning activities and tasks continued	Lecture, handout	Listening, note taking responding Designing a language learning activity	Notes Language learning activity
6	The role of the teacher & Teacher decision making	Lecture, handout Guest speaker	Listening, note taking responding Giving feedback and discussing Video observation	Notes Discussion Reporting

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7	The role of the learners	Lecture, handout Video observation	Listening, note taking Observing Conducting a language learning survey	Survey Reporting

Capturing the Processes and Product of Thinking and Talking like real teachers

One example of the attempt to foster and capture the process and product of thinking and talking like real teachers can be seen in the work that preceded and followed the school visit for the Approaches and Methods module. The school visit provided situational input (from Table 2) for students and is being used to inform students' course activities, products and portfolio development. Prior to the visit, the first year student teachers prepared questions and activities for the school students to find out their interests and language learning needs so that they could develop appropriate methods and approaches for teaching. During the visit to three different secondary schools in Hong Kong, student teachers interviewed the class teachers and small groups of school students. They also gathered samples of teachers' syllabuses and students' writing. These products along with the questionnaires and reactions to the visit have become the beginnings of the first year students' portfolios. The portfolios will act as a teacher's "tool kit' for doing class assignments such as lesson plans, syllabus designs and micro-teaching. Following the visit, there was an information gap activity so that students could exchange information on the different schools visited. This was then followed by a class discussion. Other activities have made direct use of student teachers' knowledge about the school students. Student teachers have been engaged in planning a syllabus and designing lesson plans in groups and have had to directly apply their knowledge of school students to their planning. The lesson plans that students are developing is a direct response to the needs and interest of the school students interviewed and should help to inform the activity. These activities can be represented visually as in Table 5.

Table 5: An Example of Enabling Thinking and Talking like Real Teachers

Conceptual Input	Methods and approaches lectures, handouts, textbook chapters, demonstrations, video observation, panel discussion from practising teachers
Transforming Input	Preparing for and conducting interviews with secondary teachers and students
Situational References	Teacher's syllabus, students' responses and samples of their work
Problem identification	Follow-up discussion, writing reaction papers
Problem Solution	Group planning, designing lesson plans and syllabuses, micro-teaching

First Year Students' Feedback

Thirty-five (35) first year students were asked to respond to the question "Which activities in the two modules have helped you to think and talk like real teachers?" By their responses it seems clear that the modules are in the early stages of beginning to foster thinking and talking like real teachers. 60% (21) said the school visit, 45% (16) said watching videos, 37% (13) reported the role play/micro-teaching episodes, 34% (12) said listening to the panel discussion and guest speaker, while 17% (6) indicated group presentations and exchanging ideas during discussions and giving feedback. It is clear that the majority of the students placed a very high value on the school visit. Exact excerpts from students' feedback responses illustrate this point.

Excerpt 1

> I have a chance to see what happens in the classroom, the real situation and understand more about the students needs when I interview them.

Excerpt 2

> I came across the real situation in the classroom. By interviewing the teacher and the students, I can find out the common difficulties among Hong Kong students. This gives some implications on what I should /should not do in the future when I become a real teacher.

Excerpt 3

> I think that the most valuable experience is the school visit. It is because we can go into the real classroom and experience a little bit teaching experience. Besides, we can also recognise the strengths and weaknesses of students. So

that we can base on their difficulties to design appropriate activities to assist their learning.

As students engage in the thinking and talking like real teachers activities it is important to tap into their developing perceptions of self as teacher as the personal can be easily overlooked in the course of trying to cover the course content. Students' personal development could have a direct impact on their professional development. In Classroom Observation assignments students are encouraged to reflect on and relate the video episode to their own situations. The exact wording of an excerpt from one of the student's assignments is given below.

> I think in my teaching in the future, I would also make use of authentic materials for the students to be more involved. However, this is not easy to do for it may be time consuming in order to find so many relevant materials. This means that the teacher's work does not stop after you step out of the classroom. When I am a teacher, I have to be sensitive to the surrounding that I can always find new ideas and materials to the class. I would also like to interact more with students and I also know that this is not easy to interact with each of the students in class in Hong Kong like the teacher in the video for the number of students in Hong Kong class is normally quite large (around 40). Still, I think the teachers should try their best to involve as much students as possible and not calling the same person all the time for other students would feel neglected and their motivation to learn would be lowered. To conclude, I think that the teachers in Hong Kong should relate the text more to real life situations and to make the English an interesting not a boring lesson.

Students became more directly in touch with their "self" as teacher particularly during the session on the role of the teacher at which a guest speaker was invited to talk. Students were asked to think of all their strengths. Subsequent follow-up indicated that most students could only identify one or two strengths. However, one student felt quite upset and commented "I don't know what I am good at." Clearly, development in this area is being fostered but clear growth needs to be measured over a much longer period of time.

In addition to feedback on specific activities, students have been asked to make general comments on the modules. At this point, I am very encouraged by their response to my experimentation. They are willing to establish practical connections and most of all desire changes in the instructional mode. However, they feel that the workload is too heavy with too much input that is too fast-paced. They have

requested more discussion and less work.

Future Directions for these Modules

I must admit that I was a little naïve and simplistic in my thinking when I started working with preservice teachers. I was somewhat rudely awakened when I read one of my second year student's journals. She was commenting on her two week internship and how she felt like a "real" teacher because she had told the students who were doing an exam "you have 5 minutes left". She was doing something which in her experience as a primary and secondary student was, what a "real" teacher does and which now as a student teacher made her feel like a teacher. I suppose that I felt that our programme had not done very much for her conceptualization of the complexity of what real teachers do. Freeman (1992:13)reminds us that teaching needs to be conceptualised as "thoughtful work" not just "simple delivery" or in this case routine procedure. Certainly a stronger foundation could be laid for year one students in preparing them not only for the remainder of their BATESL course but in orienting them to the real tasks and realities of teaching in the classroom.

This paper has described the beginnings of the "Thinking and Talking like Real Teachers Project." More work is needed on developing the modules' curriculum to more clearly reflect the processes and products of thinking and talking like real teachers. This is aligned with the continuing development of situational references such as the much needed Hong Kong EFL videos and the development of Hong Kong based cases on teaching EFL. The creation of a dynamic teaching portfolio is also another situational reference that can be further developed. Preliminary work has begun on this but clearer guidelines need to be established to fully utilise this teaching/learning approach. These teaching portfolios can capture the developmental aspect of the student teacher's growth (Barton & Collins, 1993; Loughran & Corrigan, 1995) and more importantly help to facilitate problem identification and problem solving processes. Other ways of capturing the problem identification and problem solving process are through interactive means. At the moment, year one student teachers are tape recording themselves as they formulate their lesson plans. Their interactive planning sessions will yield rich data for informing this work. The setting

is also another important variable in fostering thinking and talking. Students need a place to meet informally to discuss and plan teaching assignments and related issues. This will help to cultivate a culture that will foster and strengthen a common bond and ultimately increase students' identity as teachers to be.

Conclusions

Thinking and talking like real teachers, bridging the gap between theory and practice and establishing clear curricula applications from the university setting to the setting of the secondary classroom is not an easy task. Tensions will emerge as to how to effectively achieve this. Existing dominant and familiar paradigms will challenge and test the creation and vision of newer ones. Time constraints and workload will test the strength of one's convictions. Students' learning styles and expectations relating to dominant modes of teaching in the university will conflict with progressive instructional modes and orientations. Newer forms of input need to be created but this cannot be achieved overnight. Time, stamina and perseverance are essential to make the vision a reality.

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